

## 2017 SARC Input Form

### **THIS IS NOT THE FULL SARC TEMPLATE.**


Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).


### **School Contact Information (School Year 2017-18)**

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Glacier Point Middle School
Street	4055 N. Bryan Ave.
City, State, Zip	Fresno, CA 93723
Phone Number	(559) 276-3105
Principal	Heather Kuyper-McKeithen
E-mail Address	hkuypermckeithen@centralusd.k12.ca.us
School Website	gp.centralunified.org
CDS Code	10739650123943
School Logo	<div><p>Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p></div>

### District Contact Information (School Year 2017-18)

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	Central Unified School District
Street	4605 North Polk Ave.
City, State, Zip	Fresno, CA 93722
Phone Number	(559) 274-4700
Superintendent	Mr. Mark G. Sutton
Web Site	www.centralunified.org
E-mail Address	msutton@centralusd.k12.ca.us
District Logo	<div></div> <p>Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by <a href="#">clicking here</a>.</p>

### District Governing Board

Please review and update the information below as needed. This section should include **current** contact District Governing Board information for your district.

District Governing Board (in the order to be listed)	
Member 1	Mr.Cesar Granda, Area 1
Member 2	Mr. Ruben Coronado, Area 2
Member 3	Mr. Phillip Cervantes, Area 3
Member 4	Mr. Richard Atkins, Area 4
Member 5	Mr. Richard A. Solis, Area 5
Member 6	Mrs. Terry Cox, Area 6
Member 7	Mr. Rama Dawar, Area 7
Member 8	
Member 9	
Member 10	
Member 11	
Member 12	

## District Administration

Please review and update the information below as needed. This section should include **current** District Administration information for your district.

District Administration (in the order to be listed)	
<b>Superintendent</b>	Mr. Mark G. Sutton
<b>Administrator 1</b>	
<b>Administrator 2</b>	Mr. Kelly Porterfield Assistant Superintendent, Chief Business Officer
<b>Administrator 3</b>	Mrs. Ketti Davis Assistant Superintendent, Educational Services
<b>Administrator 4</b>	Mr. Jack Kelejian Assistant Superintendent, Human Resources
<b>Administrator 5</b>	Mrs. Andrea Valadez Administrator, Special Education & Support Service
<b>Administrator 6</b>	Mr. Paul Birrell Director, 7-12 & Adult Education
<b>Administrator 7</b>	Dr. Tami Boatright Director, K-8 Education
<b>Administrator 8</b>	
<b>Administrator 9</b>	
<b>Administrator 10</b>	
<b>Administrator 11</b>	
<b>Administrator 12</b>	
<b>Administrator 13</b>	

### School Description and Mission Statement (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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#### MISSION:

Glacier Point Middle School is committed to engaging every student in a rigorous, relevant, standards based instruction in every classroom every day to ensure student learning.

#### VISION:

Glacier Point Middle School is dedicated to assuring that every student is prepared for success in college, career, and community.

Glacier Point Middle School is unique in that it has a large Title 1/EL student population.

The school's has four major school-wide goals relative its mission:

Goal 1: All students will meet standard or better in math and ELA (or will show one year's growth) with special focus on closing the gap for English Learners, students of poverty, and foster youth.

Goal 2: Students will be engaged in a safe, secure learning environment with positive behavior support systems allowing for a focus on preparing for college, career, and community.

Goal 3: Glacier Point will provide equity of access to educational opportunities and create an environment conducive to learning for all students.

Goal 4: Glacier Point will engage families in system-wide programs assuring students/families access to support for academic, social/emotional and physical well-being.

Progress indicators include Performance Task assessments and teacher generated common assessments, aligned to grade level standards. Scores will be housed in the district's Illuminate program that is to be updated regularly and shared with all staff during scheduled weekly PLC meetings for the purpose of monitoring and making the correct educational decisions for groupings, as well as establishing interventions for students not making adequate progress.

A significant percentage of our students come from families that are economically disadvantaged and have few educational resources at home to support learning. These include: Students with Disabilities; At-Risk/Title I students; ELs; GATE students; and Migrant students. The school's academic focus for the 2017-2018 academic school year continues to be on reading comprehension, academic vocabulary, mathematics and writing.

### Opportunities for Parental Involvement (School Year 2017-18)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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At this time, there are multiple avenues for parents to actively participate at Glacier Point Middle School.

School Site Council; ELAC; PTA; Parent Project; Athletics; and Performing Arts. Parents are also afforded opportunities to participate in a monthly informational meeting called Coffee Talk. Translation and interpretation services are provided.

Contact Person Name: Heather Kuyper-McKeithen, Principal

Contact Person Phone Number: 559-276-3105

### School Safety Plan (School Year 2017-18)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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A Site Emergency Response Plan is in place and addresses the specific criteria of maintaining a safe school. The Site Emergency Response Plan was reviewed with staff and training sessions were conducted on August 26, 2017 and September 13, 2017.

Our goal is to create a safe and orderly environment that is characterized by a climate of respect. We want to teach students to successfully relate to each other and to teachers and school staff in acceptable ways. Expectations about what is acceptable behavior are clearly stated via our PBIS motto (P: Personal Best; A: Accept Responsibility; W: Wise Choice; S: Show Respect. In addition, consequences for unacceptable behavior are known and applied when appropriate.

Glacier Point Middle School has in existence and execution a school-safe plan, and policies and procedures that address the "orderliness" of the school.

In addition, fire drills are conducted once a month; lock down drills are conducted twice per semester, and earthquake drills are conducted once per semester. Two-way radios are provided as are surveillance cameras.

### School Facility Conditions and Planned Improvements (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and update the information below as needed.

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**Year and month of the most recent FIT report:** 06/12/2017

This section should be kept to 1-2 paragraphs.

Site Acreage = 27  
Building SF = 94,166

There are 32 classrooms; one mult-purpose room; one gnasium. There four athletic fields, including two baseball and softball diamonds. Glacier Point has one computer lab, which has a broadcasting room connected to it. Glacier Point has a large library. The school campus is extremely clean and well kept up. There are two janitors in the daytime and three night custodians.

There are two full time student liaisons to support administration with student safety. A full time Intervention Specialist is employed and coordinates with administration and support staff weekly student behavioral analysis meetings for students needing additional support for improving behavior and academics. Glacier Point also contracts with California State University, Fresno Teaching Fellows to provide mentoring and tutoring for students identified at-risk academically.

Supervision is provided for students beginning at 7:15 AM. During school supervision is provided during break and lunch times. Student liaison provides additional supervision during class periods. After school, supervision provided by student liaisons and administration.

#### School Facility Good Repair Status (School Year 2017-18)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

**This data should match the most recent inspection/FIT report for your school.**

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Stain on carpet.
<b>Electrical:</b> Electrical		X		Exhaust fan not working. Half of lights are out. Ballast is out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Faucet loose at base. Toilet not flushing properly.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Plug in air freshener. Two plug in candle warmers.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
<b>Overall Rating</b>		X		

### Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2015-16	2016-17	2017-18	2017-18
<b>With Full Credential</b>	33	35	39	649
<b>Without Full Credential</b> Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	7	1	2	22
<b>Teaching Outside Subject Area of Competence</b> CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2015-16	2016-17	2017-18
<b>Misassignments of Teachers of English Learners</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Total Teacher Misassignments</b> 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
<b>Vacant Teacher Positions</b> 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

### Academic Counselors and Other Support Staff (School Year 2016-17)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50% of full-time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	0.00	901
<b>Counselor (Social/Behavioral or Career Development)</b>	1.00	♦
<b>Library Media Teacher (Librarian)</b>	1.00	♦
<b>Library Media Services Staff (paraprofessional)</b>	1.00	♦
<b>Psychologist</b>	0.80	♦
<b>Social Worker</b>	0.00	♦
<b>Nurse</b>	0.80	♦
<b>Speech/Language/Hearing Specialist</b>	0.20	♦
<b>Resource Specialist (non-teaching)</b>	4.00	♦
<b>Other</b>	1.00	♦

♦ means data is not required. The fields are intentionally not provided.



### Textbooks and Instructional Materials (School Year 2017-18)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials\*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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**This data should match the most recent adoption of textbooks for your LEA.**

**Year and month in which the data were collected:** September 2017

This section should be kept to 1-2 paragraphs.

Central Unified Schools maintain current and standards-aligned instructional materials in good repair, for all students. Materials are locally adopted and reflect programs currently approved by the State Board of Education. All materials currently adopted reflect the most recent SBE adoptions and support the current California Frameworks.

Every student, including English Learners, Special Education, and other special populations have their own textbook. In the case of class sets, those sets augment individual texts that have been issued to individual students. These class sets are made based on a commitment of the district administration and the governing board and are not the product of any state requirement.

All instructional materials are subject to a school and district review process. Materials may be piloted and all materials that are selected and recommended for local adoption are reviewed by teachers, administration, and any parents who wish to review the materials. The Central Unified Board of Trustees review and adopt based on the recommendation of the district adoption committees and Educational Services.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Amplify (7-8) Adopted 2016-17</p> <p>ELD Hampton Brown Inside Language, Literature and Content Adopted 2010-11</p> <p>Houghton Mifflin Access, 6-8 Adopted 2004-05</p> <p>Pearson Unit Adopted 2016-17</p>	Yes	0%
<b>Mathematics</b>	<p>Carnegie Learning Math Course 2 (Grade 7) Adopted 2014-2015</p> <p>Carnegie Learning Math Course 3 ( Grade 8) Adopted 2014-2015</p> <p>Carnegie Learning - Integrated Math I Adopted 2015-2016</p>	Yes	0%
<b>Science</b>	<p>Holt - Physical Science (Grade 8) Adopted 2007-2008</p> <p>Holt - Life Science (Grade 7) Adopted 2007-2008</p> <p>Houghton Mifflin: Access Science, Building Literacy Through Learning Adopted 2004/05</p> <p>Sexual Health Education, Supplementary Adopted 2016-17</p>	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Holt, Rinehart & Winston: Medieval to Early Modern, (7) Adopted 2006-2007  Holt, Rinehart & Winston: Independence to 1914 (8) Adopted 2006-2007  Houghton Mifflin Access History: Building Literacy Through Learning Adopted 2004-05	Yes	0%
<b>Foreign Language</b>	EMC Paradigm- Accion (Adopted 05-06)	Yes	0%
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12 schools only)</b>	♦	♦	

♦ means data is not required. The fields are intentionally not provided.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 15-16, as needed.

The most recent data available from CDE is for fiscal year 2015-16. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	\$4,216.46	\$188.51	\$4,027.95	\$65,605.80
District	♦	♦	\$7,062.53	\$69,635
Percent Difference: School Site and District	♦	♦	-43.0	-5.7
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site and State	♦	♦	-29.0	-11.6

♦ means data is not required. The fields are intentionally not provided.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

### Types of Services Funded (Fiscal Year 2016-17)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

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Think Through Math for Math Intervention and SDC Math classes  
English Language Arts and Math after-school tutorial  
Language! Live program for Reading Intervention and SDC English classes  
Instructional Coaches in math, science and ELA  
Academic Enrichment Center  
Intervention Specialist  
Core instructional planning days

### Professional Development (2015-16, 2016-17 and 2017-18)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2015-16, 2016-17 and 2017-18. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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Professional Development, via training on English Language Development (ELD) strategies, reading and writing across the curriculum, and Visible Learning strategies, is an essential component for assisting teachers in effectively integrating quality instructional practices in the classroom. Capacity building at Glacier Point will evolve around the practice of Professional Learning Communities.

Core department teachers receive two full days department planning to analyze, define, and create assessment calendars that address critical standards, pre-assessments, and post-assessments.

At Glacier Point, Teachers receive comprehensive training during our PD around creating clear Learning Outcomes and Criteria for Success as well as the expectation that the students are expected to read, write, speak and listen in every class every day. Glacier Point administration has provided a professional development calendar to address the explicit development of a Professional Learning Community. It is the expectation that assignments related to the professional development calendar are completed and practiced.

Professional Development occurs via workshops, department training, and individual mentoring/coaching. Every teacher receives instructional feedback via administrative observations and evaluations. In addition, a full-time literacy instructional coach is provided for all teachers three days per week and a district math and a district science coach work with the math and science teachers at least one week per month.

## School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.  
If your school does not serve grades 9-12, simply skip and leave this section blank.  
It will not be included in the full SARC.**

### Career Technical Education Programs (School Year 2016-17)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

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### Career Technical Education Participation (School Year 2016-17)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct.

Measure	CTE Program Participation
<b>Number of pupils participating in CTE</b>	
<b>% of pupils completing a CTE program and earning a high school diploma</b> The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program	
<b>% of CTE courses sequenced/articulated between the school/institutions of postsecondary education</b> The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	